

LEE SCHOOL DISTRICT

521 Park Street
Bishopville, South Carolina 29010

GRADES PK-12

ENROLLMENT 2,728 Students

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-484-6326

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	2	9	1

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

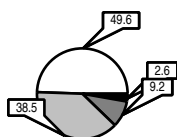
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

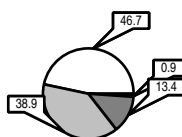
81.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our District

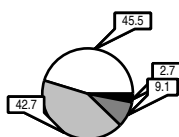


Mathematics

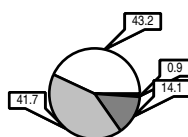


English/Language Arts

Districts with Students like Ours







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	55.3	N/A	N/A	59.6	N/A	N/A
Passed 1 subtest	24.3	N/A	N/A	19.3	N/A	N/A
Passed no subtests	20.4	N/A	N/A	21.2	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	1.3	3.2
Seniors who met the SAT/ACT requirement	1.3	3.2
Seniors who met the grade point average	29.1	35.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,286	97.1	46.7	39.1	13.4	0.9	14.2
Gender							
Male	664	95.5	56.9	34.1	8.7	0.3	9.0
Female	622	98.9	36.5	44.1	18.1	1.4	19.4
Racial/Ethnic Group							
White	55	94.6	43.5	39.1	15.2	2.2	17.4
African-American	1,214	97.5	47.0	39.1	13.1	0.8	14.0
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	16	75.0	27.3	45.5	27.3	0.0	27.3
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,087	98.2	41.5	42.5	15.0	1.0	16.0
Disabled	199	91.5	77.6	18.8	3.5	0.0	3.5
Migrant Status							
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,279	97.3	46.7	39.1	13.4	0.9	14.2
English Proficiency							
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,278	97.3	46.7	39.1	13.3	0.9	14.2
Socio-Economic Status							
Subsidized meals	1,162	97.1	47.7	39.4	12.2	0.7	12.9
Full-pay meals	124	97.6	37.3	36.4	23.7	2.5	26.3
Mathematics							
All Students	1,286	97.8	49.6	38.5	9.2	2.6	11.8
Gender							
Male	664	96.5	55.7	34.8	7.7	1.7	9.4
Female	622	99.2	43.5	42.3	10.7	3.6	14.3
Racial/Ethnic Group							
White	55	94.6	45.7	43.5	8.7	2.2	10.9
African-American	1,214	97.9	49.6	38.5	9.2	2.7	11.8
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	16	100.0	58.3	25.0	16.7	0.0	16.7
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,087	99.1	44.9	41.6	10.6	3.0	13.5
Disabled	199	91.0	77.6	20.6	1.2	0.6	1.8
Migrant Status							
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,279	97.8	49.4	38.7	9.2	2.6	11.9
English Proficiency							
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,278	97.8	49.4	38.7	9.3	2.6	11.9
Socio-Economic Status							
Subsidized meals	1,162	97.9	51.0	37.9	8.8	2.3	11.1
Full-pay meals	124	97.6	37.3	44.1	12.7	5.9	18.6

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	222	98.6	33.9	43.5	21.0	1.6	22.6
	Grade 4	215	96.7	49.7	43.2	6.5	0.6	7.1
	Grade 5	244	99.2	54.6	38.0	6.9	0.5	7.4
	Grade 6	250	96.8	48.8	42.2	7.6	1.4	9.0
	Grade 7	216	96.8	59.1	36.4	4.5	N/A	4.5
	Grade 8	217	98.2	62.8	32.5	4.7	N/A	4.7
2004	Grade 3	205	99.5	27.0	41.2	28.9	2.9	31.9
	Grade 4	225	95.6	45.7	43.8	10.6	N/A	10.6
	Grade 5	206	93.7	47.6	44.5	7.9	N/A	7.9
	Grade 6	238	97.9	50.4	33.9	14.3	1.3	15.7
	Grade 7	230	97.8	54.9	35.7	9.4	N/A	9.4
	Grade 8	182	98.4	57.1	36.7	5.6	0.6	6.2

Mathematics								
2003	Grade 3	222	100.0	39.4	46.3	9.0	5.3	14.4
	Grade 4	215	98.6	48.5	43.3	8.2	N/A	8.2
	Grade 5	244	99.2	49.3	43.3	7.0	0.5	7.4
	Grade 6	250	98.8	47.0	36.7	11.6	4.7	16.3
	Grade 7	216	98.6	63.5	27.0	8.4	1.1	9.6
	Grade 8	217	98.6	59.7	37.2	3.1	N/A	3.1
2004	Grade 3	205	99.5	30.9	49.0	14.7	5.4	20.1
	Grade 4	225	97.3	50.2	39.9	8.9	0.9	9.9
	Grade 5	206	94.2	51.6	39.1	7.3	2.1	9.4
	Grade 6	238	97.9	40.0	42.2	13.9	3.9	17.8
	Grade 7	230	98.7	62.4	31.9	3.5	2.2	5.8
	Grade 8	182	99.5	67.0	27.9	4.5	0.6	5.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	199	76.4	25.7	39.9	23.6	10.8	34.5
Gender							
Male	94	68.1	30.2	47.6	17.5	4.8	22.2
Female	105	83.8	22.4	34.1	28.2	15.3	43.5
Racial/Ethnic Group							
White	6	I/S	I/S	I/S	I/S	I/S	I/S
African-American	192	76.0	26.8	40.8	22.5	9.9	32.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	182	80.8	24.5	41.3	23.1	11.2	34.3
Disabled	17	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	76.4	25.7	39.9	21.7	10.8	34.5
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	76.8	25.7	39.9	23.6	10.8	34.5
Socio-Economic Status							
Subsidized meals	140	80.0	28.2	40.0	20.9	10.9	31.8
Full-pay meals	59	67.8	18.4	39.5	31.6	10.5	42.1

Mathematics							
All Students	199	73.9	35.7	35.0	21.7	7.7	29.4
Gender							
Male	94	67.0	37.1	40.3	21.0	1.6	22.6
Female	105	80.0	34.6	30.9	22.2	12.3	34.6
Racial/Ethnic Group							
White	6	I/S	I/S	I/S	I/S	I/S	I/S
African-American	192	73.4	37.2	35.8	21.2	5.8	27.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	182	78.0	36.2	34.1	21.7	8.0	29.7
Disabled	17	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	199	73.9	35.7	35.0	21.7	7.7	29.4
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	74.2	35.7	35.0	21.7	7.7	29.4
Socio-Economic Status							
Subsidized meals	140	76.4	41.0	33.3	18.1	7.6	25.7
Full-pay meals	59	67.8	21.1	39.5	31.6	7.9	39.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	147	78.9%	151	1.3%	202	77.2%	N/A
Gender							
Male	59	79.7%	87	0.0%	97	67.0%	
Female	88	78.4%	64	3.1%	105	86.7%	
Racial/Ethnic Group							
White	3	I/S	1	I/S	4	I/S	
African American	142	78.2%	149	1.3%	197	77.7%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	2	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	141	80.1%	138	1.4%	173	80.9%	
Disabilities other than speech	6	50.0%	13	0.0%	29	55.2%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	145	78.6%	151	1.3%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	1	I/S	
Non-LEP	147	78.9%	151	1.3%	199	77.4%	
Socio-Economic Status							
Subsidized meals	81	80.2%	130	0.0%	115	75.7%	
Full-pay meals	66	77.3%	21	9.5%	87	79.3%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	78.9%	88.7%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	202	133
Number of Diplomas	156	101
Rate	77.2%	75.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	431	426	446	414	877	840
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	13.4	14.8	15.5	15.8	14.6	16.2	16.3	16.6	15.1	16.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,728)				
First graders who attended full-day kindergarten	97.2%	N/C	100.0%	97.2%
Retention rate	9.9%	Up from 6.6%	7.1%	5.3%
Attendance rate	93.8%	Up from 92.7%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%		9.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		8.1%	5.1%
Eligible for gifted and talented	2.3%	No change	5.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 8.6%	10.9%	10.9%
Older than usual for grade	8.5%	Up from 8.3%	8.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.6%	Up from 9.4%	1.6%	1.1%
Enrolled in AP/IB programs	3.8%	Down from 8.8%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	369	Up from 350	52	157
Completions in adult education GED or diploma programs	48	Up from 35	4	39
Annual dropout rate	2.5%	Down from 4.6%	2.5%	2.9%
Teachers (n= 198)				
Teachers with advanced degrees	36.9%	Up from 31.0%	40.5%	50.0%
Continuing contract teachers	75.3%	Up from 63.8%	75.3%	84.6%
Highly qualified teachers**	86.8%	N/A	90.3%	92.5%
Teachers with emergency or provisional certificates	17.6%		13.5%	4.4%
Teachers returning from previous year	79.1%	Down from 79.7%	83.7%	89.9%
Teacher attendance rate	95.2%	No change	94.3%	94.7%
Average teacher salary	\$36,419	Up 2.7%	\$37,459	\$40,566
Vacancies for more than nine weeks	5.1%	N/C	2.4%	0.3%
Prof. development days/teacher	10.7 days	Up from 10.4 days	12.1 days	12.0 days
District				
Superintendent's years at district	8.0	Up from 7.0	4.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.7 to 1	19.0 to 1	21.0 to 1
Prime instructional time	87.6%	Up from 86.6%	88.1%	89.5%
Dollars spent per pupil*	\$8,650	Down 2.8%	\$8,650	\$7,217
Percent of expenditures for teacher salaries*	52.5%	Down from 54.8%	51.1%	55.6%
Opportunities in the arts	Excellent	Up from Fair	Good	Excellent
Parents attending conferences	97.5%	Down from 99.5%	97.5%	97.3%
Number of schools	7	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.5%	Down from 8.2%	6.0%	4.3%
Average age in years of school facilities	25	Down from 43	28	26
Number of schools with SACS accreditation	7	No change	3	8
Average administrator salary	\$57,793		\$62,959	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	49.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Examination of PACT (Palmetto Achievement Challenge Test) results indicate that student achievement in Lee County School District has been on the rise with slow incremental gains since 1999. These gains are noted at every grade level in mathematics and English Language Arts. Our district-wide goal is to continue to make gains at a more rapid pace. To help the district remain focused on advancements in student achievement, the Trustees of the Lee County School District have adopted a new mission statement:

The mission of the Lee County School Board of Trustees is to ensure student achievement by providing both a strong system of accountability and needed resources.

Three of our schools have received state awards for student achievement. Lee County Career and Technology Center earned a Gold Award. West Lee Elementary and Bishopville Primary were both deemed Silver Award winners. Bishopville Primary School and the Lee County Career Center met the requirements for "Adequate Yearly Progress."

The district successfully completed the Methods of Administration Audit by the Office of Civil Rights of the State Department of Education. Our Department of Special Education received a favorable review from a Focused Monitoring conducted by the State Department of Education.

Efforts were made to address students reading below grade level with the implementation of new reading programs. Scholastic Read 180 was placed at Lee Central High School, Mount Pleasant Middle School, and Dennis Intermediate School. The Reading Academy, a software program which individualizes reading instruction, now operates at Bishopville Primary, Dennis Intermediate, Lee Central High and Adult Education.

To extend school hours homework centers operated at Dennis Intermediate, Mount Pleasant, Lower Lee Elementary Schools, and Bishopville Primary. After-school programs and tutoring sessions were in place at Lee Central High School, Bishopville Primary School, and Lower Lee Elementary School.

The district continues to garner grants to supplement instruction. The SC Reads grant has been completed at West Lee Elementary School. The grant brought \$665,000 to the school during a three-year period. West Lee will begin to operate from the SC Reading First Grant which secured \$750,000 for three years. The E2T2 Technology Grant provides \$300,000 to the district for three years. The grant supplies funding for state of the art instructional technology and teacher professional development.

We are especially proud of our new renovations at Lower Lee and West Lee Elementary Schools. Each facility contains a new inquiry science lab in line with the state's science standards. Both are equipped with classrooms that allow for unobtrusive observation of instruction.

These efforts evidence our commitment to provide a quality education for the children of the Lee County School District.

Dr. Willie Townes, Superintendent